



*"A little child shall
lead them."*

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TOO LITTLE TO EAT.

BY J. P. CROZER GRIFFITH, M.D.

Clinical Professor of Diseases of Children in the Hospital of the University of Pennsylvania, Physician to the Children's Hospital, to the Methodist Episcopal Hospital, and to St. Agnes' Hospital, Philadelphia.

If your family physician should say that you were giving your baby too little to eat, you might let it pass, if he meant that you did it ignorantly and unintentionally, but you would never forgive him if he implied that you did it on purpose.

Yet what difference does it make to the baby? He is injured as much from ignorant as from intentional starvation.

Now as none of us wants to see a baby suffer from hunger, it may be useful to consider the subject briefly, in order that we may recognize the existence of the condition and, better still, learn to prevent it.

One of the first things we must realize is that it is not merely what an infant swallows in the way of food which is of the chief importance, but what it absorbs and assimilates. The lining of the whole digestive tract is in reality as much outside of us as is the skin, so far as the real benefit of food is concerned. We may swallow swords, carpet tacks, broken glass, arsenic, jackstones, prussic acid, or anything else without the slightest effect, if only we can be sure that the lining of the digestive canal remains uninjured or that no absorption takes place.

The moral of this is that no matter how nourishing we know an infant's food to be we must assure ourselves in some way that the food is really being absorbed. If for any reason this absorption is not taking place, whether through some irritated condition of the digestive organs or through some unsuitableness of the food itself, the infant is, to all intents, getting too little to eat; that is to say, too little of the kind of food which can be assimilated. The only

thing to do, then, is to change the food or to change the condition of the child.

The first thing, then, for us to learn is how to recognize when the infant is getting too little to eat.

An infant who is taking food of a suitable composition which is well digested, but is not sufficient in amount, may possibly indicate this in different ways. If breast-fed it may show by its behavior that it is entirely dissatisfied with what it is getting. Perhaps it wishes to nurse far longer than the prescribed 15 or 20 minutes, or when removed it may cry vigorously. Perhaps, on the other hand, it may of its own accord drop the nipple and begin to cry, indicating the fact that it has got all there is, and thinks there is no use to try longer. The mother, on her part, knows that whereas one breast at first sufficed for a nursing, and was not completely emptied, the infant now leaves the breast flabby. Offering the second breast at the same nursing stops the crying. We must, of course, consider the possibility of the cry being due to colic or some other cause. The distinguishing of these different varieties of cry is a subject too large to be dwelt upon here.

Many babies, however, will deceive us if we trust to any such signs as I have mentioned. These infants, whether through indolence, debility or lack of good, lusty appetite, will take what the breast provides and then stop nursing, without experiencing any dissatisfaction. Some better and more accurate way is, therefore, needed or the child may remain underfed.

The only way is *systematic weighing*. It happens not infrequently that the cessation of gain in weight is the first sign and sometimes the only sign of the diminution of the supply of milk. Consequently the importance of this cannot be too greatly urged. Mother and doctor are both often woefully at sea without it. Scales should be provided which register ounces. Those showing quarter pounds are valueless. Suitable scales are readily within the means of almost every one. The baby should be weighed at least once a week, and a careful record kept, best on some of the "weight charts" made for the purpose.

In the case of bottle-fed babies whose food is of the right sort we can more readily determine whether the infant is getting enough by noticing merely how much is taken. Yet here, too, we may be deceived. We often find infants who are not gaining at all

in weight, yet who are taking as great a number of ounces as their age ordinarily requires, and are apparently quite satisfied with this. An increase in the amount allowed is often followed by a prompt increase in weight. Again, then, it is only systematic weighing which will surely prevent a mother from giving her baby too little to eat.

We have been talking of the mere lack of a sufficient *quantity* of food which is otherwise satisfactory. Unfortunately the question is far from being as simple as this. The digestive organs of the child may not be in a healthy state, and may be unable to manage a food which ought to agree; or the food itself may be clearly insufficient in strength. This latter is what often happens in cases where a mother has clearly an abundance of milk, and assumes that the child *must be* doing well on this account, while as a matter of fact the milk may be composed principally of water. This is what happens, too, in the case of bottle-fed babies who are certainly taking enough in quantity, who are apparently digesting well, yet who do not grow properly. If we can assure ourselves that there is no illness of any form present—although it is often difficult to do this—we may fairly conclude that the food is too weak in some one or more respects.

This brings us to the second point, viz., what to do when we have found out that the baby is getting too little to eat. This looks like plain sailing. All we have to do, then, is to give a larger quantity of nourishment or to make it stronger. Just here, however, we are liable to come to grief. Food for the infant is always a very complex substance. It is made of different elementary ingredients, each of which has its own work to do for the nourishment of the child. It won't answer, then, merely to put less water in the bottle. This would do if *all* the substances on which the child is fed were insufficient. Should, however, only *one* be lacking in strength, and the others be just right, it is clear that if we strengthen them *all* it is probable that we shall derange the baby's digestion, and do more harm than good. As an example, suppose we are giving a milk mixture which has as much fat in it as a child can take, but which is insufficient in the amount of the "curd" portion of the food. If we add less water we increase, of course, the proportions of *both* curd and fat. The fat is now made too strong, and the baby begins to have sour vomiting, or to show other signs of indigestion. This

difficulty applies to any form of nourishment whatever, whether made directly from cow's milk or not.

I wish I could give some more definite advice or recommend some specific changes in the food. But the subject is so complicated, and so difficult that any mother does an imprudent and dangerous thing who ventures on her own responsibility to determine just how her baby's bottle shall be mixed. We physicians find it one of the most perplexing problems in the whole range of our practice. It is true that some infants seem able to take almost any sort of food. But are you sure that *your* baby is one of these? If not, don't trifle with it, for it is far easier to *keep* a baby well than to *make* it well. Every baby is a law to itself, and every one must be considered as an *individual*. Because your friend's baby thrived beautifully on some certain preparation, do not for a moment conclude that your own baby will do so. All you, as a mother, then should do is to satisfy yourself that the baby is not gaining weight properly, and then ask your family physician what you shall do about it.

The last point is what to do when the food is insufficient, but when the baby through indigestion, diarrhœa or other cause seems unable to take anything stronger, it is manifestly useless to give the infant a food which is vomited or is passed from the bowels in an undigested state, nor can we continue to use a diet on which the infant is starving. The problem is full of difficulty. What I have said about the danger of trying, on your own account, an alteration in the diet of a child who is certainly well, but is underfed, applies still more forcibly when the child is not well. The mother who is wise will promptly let her physician take the responsibility of finding a food which will agree and at the same time correct the disordered condition of the digestion.

If my advice then has not told you what to do, it has, at least, told you what *not* to do, which is equally important.

NOTE.—NORMAL WEIGHT OF CHILDREN. Infants usually lose weight during the first week and often longer, but by the end of two weeks should weigh distinctly more than at birth. During the latter weeks of the first month the baby gains about one ounce a day; in the second month about one ounce a day; and in the third and fourth months about five ounces a week; that is about three-quarters of an ounce a day. By the time it is five months old it has doubled its original weight. In the fifth and sixth months, it increases two-thirds of an ounce a day, and after this, from seven to twelve months it gains at the rate of about one pound a month—that is three and two-third ounces a week, or a trifle over half an ounce a day—except in the ninth and again in the eleventh month when the increase in weight often lessens somewhat. At the age of a year the baby has trebled its original weight.

SPIRITUAL MOTHERHOOD.

BY ELIZABETH HARRISON.

Froebel's earnest call to the women of his nation was a call to *all women* to awaken from their lethargy, to leave their frivolities and follies and come out into the free air of a broad and intellectual life, to come up to the spiritual comprehension of their true vocation, to arouse to a realization that one-half of the world's redemption lay upon their shoulders. He appealed to the noblest element in the heart of every true woman, her instinctive, nurturing mother-love, that most divine of all instincts in woman. The nobler and truer the woman, the greater and stronger is the mother-element within her.

It is this element of nature which, though heretofore untrained, has hovered over and fostered the arts and sciences, and even the church itself. It is the most God-like element in humanity. When rightly understood and thoroughly trained it will yet lift woman up to the side of man, his equal, and yet with her own sphere of work. It will make her worthy of all respect and love and admiration, and worthy, too, of freedom and justice and equality. When this broad *science of motherhood* is rightly understood it will, I firmly believe, settle the vexed question of woman's rights and woman's intellectual equality with men.

But some may say, "All women are not destined to marry and become mothers. Of what use would this study be to such?" I would reply: "There are but few women who do not have the care of children some time during their lives, and all women are mothers. There can be no greater mistake made than to think that motherhood depends upon the fact that a woman has or has not borne children, or that this fits or unfits her for the tender, loving, sympathetic comprehension of a little child's needs and aspirations. This is indeed a serious error, and it has caused many a generous woman who apparently belongs to the supply of 'superfluous womanhood' to lead a pinched, starved life of the soul, when she might have blossomed into the rich, full bloom of spiritual motherhood. We need but go into any of our charity kindergartens and watch for half an hour the tender, loving way in which the little grimy hands and dirty faces of those 'slum-born' children are washed by the kindergartner and made clean

and bright for the morning's opening song. We need but listen to the joyfully-told story of some triumphant achievement of dark-eyed 'Angelo,' of some vice overcome in capricious little 'Maggie,' or some aspiration just discovered in loyal 'Hans,' to realize beyond a doubt that the mother's heart is throbbing in this young girl's breast, and that the mother-love is bending low over these worse than motherless little ones. It is this element of nature, this tender love of that which is more helpless than self, this willing sacrifice of personal ease, which draws out of woman her highest attribute."

Watch the quiet firmness with which these weak wills, born of an inheritance of crime, are patiently dealt with, and you will realize spiritual motherhood is sometimes developed, even without physical motherhood.

This spiritual motherhood is the highest trait in human character. It is the strongest element in life, and the greatest factor for good in the world. It is this most sacred characteristic in woman which made the old Greek poet sing of Iphigenia as their highest type of woman. It is this God-like attribute which Dante immortalized in the beautiful figure of Beatrice, who, like a morning star, guided him through the depths of the Inferno, up the steep sides of the Purgatorio, even to the heights of the Paradiso, unto the foot of the Throne of God. In almost all of Shakespeare's plays woman, in this high sense of the word, has been made the mediator, the harmonizer, the inspirer; and it is this element of womanhood of which Goethe speaks in the closing scene of his marvelous poem of Faust, when he proclaims that it is the "Eternally Womanly" which leads us on. It is the loving homage paid to this mother-element in woman which has made the worship of the Madonna such a consolation and comfort to many despairing hearts. To Frederick Froebel, the obscure peasant schoolmaster, we owe the debt of gratitude that his inspired genius has made so clear to us the way in which this nurturing element in the heart of woman can best expand itself for the upbuilding and ennoblement of the human race. The study of his explanation of the laws of the child's being show to us the slow steps by which each little soul can be led from unconscious to conscious power; how each child given into our charge can be transformed gradually from a creature of impulse to a strong, self-governing being.—*Chicago Kindergarten College Alumnae Annual.*

STUDY OUTLINE.

WASTE OF NERVOUS ENERGY IN HOME AND SCHOOL.

M. V. O'SHEA, UNIVERSITY OF WISCONSIN.

All activity, whether of body or mind, expends nervous energy. When energy is depleted beyond a given point, differing with different individuals, fatigue, or, if extreme, exhaustion ensues. However, "tiredness" or "weariness" is not to be mistaken for fatigue. Fatigue interferes with accuracy and precision in motor co-ordination; it begets tension in muscles, and so produces "restlessness;" it dulls all the intellectual processes, and exerts a baneful influence on the emotions.

Proper food, fresh air and muscular exercise are absolutely essential for the generation of nervous energy. When a child shows evidence of fatigue, these matters are to be looked to first of all. Mechanics say that only a small part of the energy generated in the ordinary machine is utilized in work; the rest of the energy is lost in friction. The human machine is more complicated than any made by man, and it is probable that a large amount of its energy is wasted in needless muscular tensions. First of all, mental tension begets muscular tension, and so is likely to be the cause of much waste. Worry, not work, is wasteful. The greatest thing an individual can learn is to exactly adjust effort to the needs of any occasion. Anything in excess is waste. In American life especially it is imperative that waste be eliminated to the fullest possible extent.

A fatigued teacher or parent is apt to overstimulate and irritate children, and so waste their energies. Children ought early to learn to "unclamp." Music aids one to "unclamp;" great books, those that have lived long in the race, are of immense service, and aesthetic influences of every kind are beneficial.

Excessively co-ordinated work of any kind, especially in the early years, always wastes nervous energy. Very fine writing, sewing, etc., are exceedingly detrimental. Unhygienic seating in the school is the source of a great amount of waste. It is impossible to overemphasize the wastefulness of defective eyes. No child should be allowed to enter school who has not been examined by an oculist. It is exceedingly wasteful to require children

to read fine print, such as is found in dictionaries and the like. In modern education too much time is spent in the school-room, sitting. Much more work could be accomplished if pupils worked for shorter periods, but gave concentrated attention during this time. Short exposure, with strong stimulation, should be the guiding principle.

TOPICS FOR INVESTIGATION AND DISCUSSION.

1. Could a child be "tired" of any task, and yet not be fatigued? How can you tell whether a child is fatigued, or only afflicted with *ennui*?

2. Have you ever observed children who appeared weary or fatigued, but who brightened up and attacked their tasks vigorously when different methods were employed by the teacher?

3. Many people believe that when a boy is lazy his will is lethargic, and it should be aroused by dermal stimulation. May there be a physiological cause of laziness?

4. Have you ever been so "fagged out" that you could hardly "drag yourself around"? Was the source of the difficulty probably in your muscles or in the nervous system? How can one tell where it was?

5. Children often come home from school, and feel utterly indisposed to engage in games or plays or work of any sort. They may throw themselves on a sofa, and remain inactive for hours at a time. What is probably the source of the difficulty in such cases?

6. Do school-room errors due to "carelessness," so-called, occur most frequently at certain times in the day, or the week, or the year? If so, what is the explanation?

7. Ask pupils to reproduce, in as precise a manner as possible, a copy of considerable length and complexity at hour intervals during the day. Then study the reproduction with a magnifying glass, and note whether they grow more or less precise as the day progresses. What factors may produce any change you observe?

8. At what periods during the day are school children most restless? Why?

9. Have you observed that people inclined to be irritable give

way to their passions more especially at particular times during the day or week or year? What is the explanation?

10. Observe the people about you who seem always to have an abundance of energy for any tasks to be performed; are they, on the whole, less or more active than persons who are in a depleted condition? What is the secret of their keeping a good stock of energy on hand?

11. Discuss the plan, adopted in some cities, of beginning school at 8.45 A. M., and going on without intermission until 1 P. M.

12. Have you ever observed how your "nerves" are affected when you are in a house filled with bric-a-brac? Are you affected differently when you are in a house more simply but artistically furnished? What application of the principle involved may be made to the furnishing of the home and the school-room?

13. Public school art associations all over our country are becoming very active in placing in the schools reproductions of great works of art. Suppose they cover the walls of school-rooms with the finest pictures, but stop at this; will they have served pupils in the most effective way?

14. Try this experiment upon yourself: do all your writing for a given period with a pen having a metal holder of the smallest diameter you can find. Then, for another period of equal length, do your writing with a pen having a cork holder from two-fifths to one-half an inch in diameter. Compare your experiences, and make applications to the work of teaching.

15. What is the objection to small print in children's books? Have you observed that books now coming from the press are printed in larger type than formerly? What about the use of the ordinary school dictionary, regarded from this standpoint?

16. Should high-school students be required to do much precise work with the microscope? Should they be held for precise work of draughting?

17. Are "fancy work," knitting, sewing, and the like, to be recommended as recreation for girls who are in school five hours a day? Mention beneficial exercises for such girls, with reasons for your choice.

18. What forms of recreation would you recommend for

school boys of different ages? Mention some common occupations or amusements that should be avoided by such boys.

19. Try this experiment: find among your companions one who wears quite "strong" glasses. Put on these glasses for a little time and note results. What is the relation between eye-strain thus artificially produced and that resulting naturally from defective vision?

20. What would you do with a pupil who said he could not read without suffering pain in the top and back of his head?

21. Does the lighting of a school-room have any bearing on the question of conserving nervous energy? Show how. Comment on a situation where one-half the pupils in a room are far removed from the windows, which are situated on only one side, and that the north side.

22. Give as much attention as you possibly can to the following question: Are children's diseases more common during school sessions than during vacation? If you can do so, investigate this matter in reference to particular cases, and note what troubles, if any, increase when children begin school, and what are probably the causes therefor.

23. Make observations upon the children in your neighborhood in the effort to find out how much time they spend out of doors in play or work when school is in session. Compare this amount with that spent out of doors during vacation. What inferences may be drawn from your observations?

24. Are the school buildings in your neighborhood in the vicinity of playgrounds, where the pupils may exercise at recess? If not, how do they secure relaxation during the school day?

25. Comment on the following situation: The school building is located on a busy street, but is surrounded by a strip of green grass. The teachers forbid the pupils' stepping on the grass, and they also warn them against being a nuisance on the street. They must keep out of the way of pedestrians and vehicles, and they must not shout or make any noise to disturb residents or passers-by. Further, the pupils are forbidden, under heavy penalties, to run or play or shout within the building during intermissions.

26. Comment on the plan of some teachers of keeping pupils in at intermissions and after school at night, as a penalty for

violation of rules, or as a punishment for failure to "learn their lessons."

27. Should gymnastic exercises be made a substitute for recesses? Why?

28. Study a school in which pupils are held for long periods, two hours, say, without any recesses. Note whether toward the close of this period pupils are as attentive to their work and as accurate in it as when they began. Note whether they are more or less restless than at the opening of the period.

29. When bright and dull pupils are taught in the same classes, what methods should be adopted to avoid keeping the bright pupils in their seats while the dull ones are plodding their weary way?

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THE CHILD I WAS.

Oh, little child that once was I,
And still in part must be,
When other children pass me by
Again thy face I see.

Where art thou? Can the innocence
That here no more remains
Forget, tho' early banished hence,
What memory retains?

Alas! and couldst thou look upon
The features that were thine,
To see of tender graces none
Abiding now in mine.

Thy heart, compassionate, would plead,
And, haply not in vain,
As angel guardian, home to lead
The wanderer again.

—Harper's Magazine.

A LITTLE LIBRARY FOR MOTHERS.

MRS. HERMAN H. BIRNEY.

This was written for one of the loan papers of the Mothers' Congress. There were so many demands for it, and so many letters concerning its helpfulness, that the Editorial Board decided to publish it.

It seems a rather hard condition that through the years when a mother feels most deeply her need for more knowledge of children she should usually have least time for reading and study.

This would not be so disastrous if school and college curricula were framed to embrace even the slightest preparation for home life.

That profession which demands a knowledge of sanitation, dietetics, the chemistry of cooking, careful and economical purchasing, artistic and hygienic furnishing, to say nothing of the care of children, is surely of sufficient dignity to deserve some preparation.

What do most girls have? If they belong to the happily environed ones who have not lived in boarding and apartment houses, they have probably made cake and desserts, and helped to set the table for guests. They have a general idea that one cleans house in spring, puts up fruit in summer and hangs curtains in the fall. They may know something about marketing for a much larger family and more expensive establishment than their modest first home, but not one woman in a hundred has had even the most perfunctory training for motherhood.

The mother of young children has little time for mothers' circles or for quiet study; practice takes all her time.

Yet, how few people undertake nowadays to plant a garden or to raise chickens, or bees, or calves, without getting a few books and reading the experience of others.

We can learn no art or science entirely from books, but when good trails have been blazed by those who have gone before us, we are foolish to attempt our own untried paths.

Every mother can hang a little book-shelf in her busiest corner, and put on it from time to time a few books, which will be to her what his Blackstone is to a lawyer, his Baedeker to a traveler.

Her first problems are those engrossing, physical ones, connected with the care of the tiny, helpless body. "The Care of the Baby," by Dr. J. P. Crozer Griffith, of Philadelphia, and "The Care

and Feeding of Children," by Dr. Emmitt Holt, of New York, are equally authoritative and helpful. Dr. Holt's book is arranged in the form of questions and answers, and so it cannot give the amount of practical detail which Dr. Griffith's work gives.

If a mother wishes to observe her baby intelligently during its first year, and study the normal unfolding of its powers, no book could be more helpful than "The Biography of a Baby," by Millicent W. Shinn. More popular than Preyer, it is yet scientifically accurate, and delightful reading for any child-lover.

A year or so later, Elizabeth Harrison's "Study of Child Nature" should be added.

There are many good books on the discipline and training of young children. Abbott's "Gentle Measures in the Management of the Young" is by no means out of date, filled, as it is, with helpful suggestions; Spencer's "Education," while somewhat superseded by newer books, is still a mine of wealth; Miss Emilie Poullsson's "Love and Law in Child Training" is helpful, while Helen Hunt Jackson's "Bits of Talk" and the several child-study books by Patterson Du Bois are full of hints and incidents which take hold of daily problems.

But, under the various headings of "The Training of the Senses, of the Will, Reason and Affections," Miss Harrison gives the principles which should guide all who have the care of children.

No other one book covers the subject so completely. I have known of many touching incidents connected with this book and its influence. One mother described how she read it to her husband, a brakeman on the railroad, while he was dressing or eating his meals, so that he might become imbued with its spirit.

Psychology of childhood sounds very learned, but every mother can understand Baldwin's "Story of the Mind," which gives, very simply, the story of normal mental development.

Froebel is helpful only to those who have either studied educational theories or who have learned in classes to apply his crude mother-play rhymes so as to get the inner meaning which beautifies them, but in her "Letters to a Mother on the Philosophy of Froebel," Susan Blow has given us this inner meaning and has applied it to problems of daily life.

As the child grows, moral questions are the most insistent. He reaches the point where he outgrows the constant physical

dangers that beset young children, and he begins to develop into a highly-individualized human being, and to pass through that endless series of phases, so trying to the parent, and so apt, unless wisely dealt with, to leave some permanent injury to the character; while, if understood aright, they may be but those stepping-stones by which men and children alike leave their "dead selves" and rise to "higher things." It is a trying time for parents, and sometimes it is helpful even to realize that other children pass safely through these same stages of development. There are two books on the moral training of children, one of which should undoubtedly be added to the shelf. Dr. Felix Adler's, and the new book by Edward Howard Griggs.

Dr. Adler's is the work of the ripper mind, of a man who has given his life to the study of ethical questions. Professor Griggs brings to his task the most modern educational thought, the opinions of a mind naturally philosophical and ethical, a deep love for children and the practical experience of a teacher and a father.

This is not a large library, is it? And yet, I believe that much enlightenment and help would lie in the understanding of these six books.

I do not feel like finishing these suggestions about a mother's library without urging every mother to keep always on her table or in her work-basket, where she can pick it up, if only for ten minutes a day, a really great book—one of those which have in them always a message of uplift for the human spirit.

We women have much in our lives that is drudgery, much that is narrowing, if we do not keep looking at things from the viewpoint of ultimate results.

Let the great book be what her spirit needs, not what mine has found helpful, and, even if she read only a page or so a day, it can hardly fail to lift her now and then from the valley of discontent, where we struggle with multiplicity of detail, to the "Mount of Vision," where we "see life steadily and see it whole."

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THE PRESIDENT'S DESK.

A NEW YEAR'S MESSAGE TO FATHERS AND MOTHERS

The new year opens, rich with possibilities for all. It is time for self-examination, for review of the past, to gather from its successes or its failures the lessons they may teach.

Every parent will naturally think of the children, of what has been done, and of what must still be done in the shaping and moulding of character.

The message which the Congress would give to every parent, the plea it would make, is that earnest, well-directed effort be given to the inculcation and development of three qualities, viz.: honesty, sincerity, purity.

Larceny, deceit and impurity cause most of the arrests of children. Teachers, also, meet these faults in every class of children. The question forces itself on every thoughtful person, Why is this so, and what can be done to prevent it?

Is it not true that in good homes there is too little of the definite, simple training in the homely (but too often taken for granted) virtues, and that in all homes there is need for more moral training than is given?

Children will be honest, pure and true when parents recognize that these qualities must be implanted in infancy, and nurtured and developed by constant watchfulness and careful teaching. There is no home that can safely ignore such instruction, nor can parents depend on others to give the lessons which should come from them.

THE SOCIAL EDUCATION CONFERENCE

The Social Education Congress, held in Boston, November 30th and December 2d and 3d, was a notable convention, bringing together prominent educators from all parts of the United States and England.

The marked emphasis that was laid on the necessity for co-operation between parents and teachers, the recognition of the community's interest in the welfare of children, were brought out from many view points by many speakers. The whole trend of that great convention was in the direction of the work that the Mothers' Congress is doing, but which it can never do alone.

The Divine Father has put His thought for the protection of childhood into many hearts, and it is moving, like a mighty wave, over the whole world, stirring men and women to a deeper sense of their duty and their opportunity in the education of the children.

SENATOR BURROWS' REPORT

The report of Senator Burrows, Chairman of the Committee on Privileges and Elections, in the investigation as to the right of Reed Smoot to sit in the Senate, recommended that his seat be declared vacant.

Senator Burrows, in an able speech before the Senate, December 11th, covered the whole facts revealed by the inquiry, and, in closing, said:

"It is submitted, therefore, that the Senator, by becoming a member of and identifying himself with such an organization and participating in its functions, has disqualified himself for membership in this body. The law fixes his status and measures the magnitude of his offending. An organization that fosters and encourages crime, tramples upon all law, human and divine, practices polygamy and polygamous cohabitation, desecrates the home, debases man, degrades womanhood, debauches public morals, strikes at the Christian civilization of the age, undermines and shakes the foundation of society and government, destroys the sanctity of the marriage relation, defies the authority of the State and National Government, registers an oath of hostility to the American nation, and brings the name and fame of the good people of Utah into disrepute and shame and humiliation to the American people—I submit that such an organization is not entitled to have its representative in the Senate of the United States."

Whatever the Senate may do in the matter, the fact that Senator Burrows, the chairman, the man who has followed closely every word of the testimony, upholds the position taken by the protestants is ample justification for the earnest work they have done in defense of womanhood and childhood.

THE SECRETARY'S DESK.

All general correspondence of the Congress and all orders for literature should be addressed to the Secretary, Mrs. Edwin C. Grice, 3308 Arch Street, Philadelphia, Pa.

The Illinois Congress has sent to the office two most interesting and valuable leaflets, entitled "Limited Segregation," and "High School Fraternities and Sororities."

The first deals with the much-discussed question of co-education, and the second is a report of the investigation of a committee from the Parents' Association of Chicago University into the subject of school secret societies.

If any circle desires the use of these papers, the Secretary will be pleased to loan them on application to the office.

LOAN PAPERS

Speaking of loaning reminds us that the loan papers are proving helpful in many directions, but should be used even more by the circles.

It is worthy of note that the ones most in demand during December were those on "Dietetics," "Improper Feeding," etc.

**PARENT-TEACHER
ASSOCIATIONS**

The Pennsylvania Congress is pressing work along the line of Parent-Teacher Associations. Auxiliary to the Congress is a joint committee, formed of members of the New Century Club (one of the prominent women's clubs of Philadelphia), women members of the sectional school boards and others interested in education. Next month we hope to print in full the circular which the committee is sending out to the schools of Philadelphia.

It has been well said that the way great human things are done is not to think them out with the head, but to feel them out with the heart. It is on this principle that the joint committee is working.

**THE BRIDGEPORT
CLUB'S RITUAL**

The Mothers' Club of Bridgeport, Conn., has sent to the office a ritual, which it uses as an opening service. We give the Mothers' Hymn, which is part of this ritual, hoping that it may find lodgment in the heart of every mother.

THE MOTHERS' HYMN.

Tune—Austria.

Up to me sweet childhood looketh,
Heart and mind and soul awake,
Teach me of Thy ways, O Father,
Teach me for sweet childhood's sake:
In their young hearts, pure and tender,
Guide my hand good seed to sow,
That its blossoming may praise Thee,
Praise Thee wheresoe'er they go.

Give to me a cheerful spirit,
That my little ones may see
It is good and pleasant service,
Pleasant to be taught of Thee.
Father, order all my footsteps,
So direct my daily way,
That, in following me, the children
May not ever go astray.

EDITORIAL COMMENT.**CANADA'S
INTEREST IN THE
JUVENILE COURT**

The last issue of the "Magazine" reported that two ladies had been sent from Ottawa to investigate the working of the Juvenile Court law in Philadelphia. As a result of this visit, Mrs. Schoff was invited to address a large public meeting in Ottawa on December 4th, to consider the care of delinquent children. Addresses were made by Earl Gray, by the superintendents of the Children's Aid Society and of the neglected and dependent chil-

dren of Ontario. The *Ottawa Citizen*, in a long and glowing report of the meeting, describes the enthusiasm with which Mrs. Schoff's address was received by the immense audience.

The following day, by special arrangement, both houses of Parliament adjourned at twelve o'clock to have Mrs. Schoff address them on "The Juvenile Court and Probation System."

The Congress of Mothers may well be proud of so great an honor shown to its president.

TRAINING BOYS IN MARKSMANSHIP

When the President of the United States, in his last annual message to Congress, advocated shooting galleries as adjuncts to public schools where our boys might be trained in marksmanship, most mothers and many other conservative citizens must have taken issue with him.

It seems necessary for the human boy to pass through a stage when he longs to possess a fire-arm and follow the chase. It is a surviving relic of race-life, of the time in which man lived by hunting, and in which the art of self-defense was a necessity.

Like many other manifestations of race heredity, it is necessary that it should be lived through and lived out if the child is to go on to the next stage of race-development, but it is not necessary or wise in educational schemes to perpetuate or unduly accentuate any of these half-savage instincts which survive in the boy of to-day.

The progress of civilization is all away from the arts of war; they have ceased to be necessary to the preservation of life or the obtaining of food. That process of evolution which has raised man from the brute and made him a being with a heart and brain and soul, has gone side by side with the removal of all necessity for him to secure sustenance or protect his loved ones with tooth or claw or fists or fire-arms.

Woman has played her part in all this history by her hatred of war, which has always left its saddest records in her heart, and by her power to impress upon her offspring, in their formative years, those higher ideals of living which make war less and less necessary.

To many of us, who ardently long for the wiping out of the shame of war, and who believe that, with the progress of the arts of peace, it will be thought as barbaric for nations as for individuals to increase their power or settle their disputes by bloodshed, this proposal of the President meets with strong disapproval.

BEGINNING AGAIN

It is strange how so arbitrary a division of time as the beginning of a new year holds so deep a significance for us all. It is a time for reckoning up and balancing life's accounts, and to men and women in the full responsibility of maturity, a solemn rather than festive season.

We cannot get away from our past; every mistake or weakness of the old year leaves its traces in the new. If, through carelessness or over-indulgence we have allowed ourselves or our children to form habits which the new year's introspection shows to be dangerous, we cannot just turn about and

begin again. The repeated fault has left its heritage, and habit cannot be overcome at once.

Yet, there is truth, not falsehood in the lines:

"Every day is a fresh beginning
Every morn is the world made new
Ye who are weary of sorrow and sinning
Here is a beautiful hope for you."

There is a real sense in which the past is past; we need not live over again its sorrows; we cannot bring back its joys; there is little profit in brooding over its irretrievable mistakes or misfortunes. For us and for our children there may always be a "fresh beginning," not perhaps with a clean slate, not without certain inevitable results from our past, but with a wisdom born of experience, with a faith made better through consciousness of weakness, with the belief that life, however marred, has always in it something divine—the possibility of growth and development which makes the future full of promise.

STATE NEWS.

NEW YORK The tenth annual meeting of the State Assembly of Mothers was one of the most inspiring meetings ever held in the State. The reports showed that better work is being done throughout the State, especially that the Mother work was being enlarged in harmony with the school work in both large and small towns. Among the many able speakers were Hon. Charles R. Skinner, Dr. Riggs, of the Auburn Theological Seminary, and Dean Balliett, of the University of New York. Any of these addresses may be had upon application to Miss Adele Raynor, Onondaga Valley, Syracuse, N. Y.

The article of Dean Balliett was especially helpful as setting forth clearly the adjustments which should be made in our educational system to adapt it to the many changes which have taken place in our physical, industrial, political and social life. He makes an earnest plea for a practical, industrial and commercial education, for more intelligent teaching of political and social science and in closing says: "It is clear that our schools, in spite of many reforms, are still too bookish. Education is much larger than a mere knowledge of books. Reading, writing and arithmetic are not the only essential studies of the elementary schools; physical training, nature-study, sewing, cooking, manual-training, drawing are quite as essential. A re-action in local politics has set in against these latter studies in almost all our larger cities, and some of our minor politicians speak of these subjects as 'fads and frills.' I need not go into the cause of these re-actions; they are mainly political and have other ends in view than the improvement of our schools. But I wish to emphasize the necessity of vigorous resistance to this temporary re-action against accomplished educational reforms, and I know of no other single influence so effect-

ive as that of the intelligent mothers of the country, who are not only better informed in educational matters than the fathers, but have the education of their children also more deeply at heart."

NEVADA

Mrs. Charles P. Squires, recently appointed Organizer for the State of Nevada, reports the formation of a strong Child-Study circle in the school at Las Vegas. "We will work," she writes, "along the same lines as the California circles, but will be hindered by the great distances between stations in Nevada."

Thus another joins the ever-widening circle of States in which the Congress work is pushing forward.

GEORGIA

In the *Atlanta Georgian*, under date of December 4th, is an interesting report of a meeting, in which books on child-study was the helpful subject chosen for discussion. The article reads, in part: "One of the most encouraging indications of these progressive times is the attention being given by practical, thoughtful women to all matters pertaining to child-development. The inauguration of the Georgia Mothers' Congress, of which Mrs. Robert Zahner is the able president, has awakened in Atlanta a widespread interest in child-study and kindred subjects."

The Ohio Congress held its annual convention in Elyria on November 6th to 8th, and reports encouraging prospects for the extension of its work during the coming year.

IDAHO

Mrs. J. H. Barton, president of the Boise Mothers' Circle, which entertained the Idaho Congress at its first annual meeting, in her address of welcome spoke these pregnant words: "To-day we are standing face to face with a most vital truth—the needs of an educated motherhood, not an educated womanhood, in the sense of intellectual training or fine scholarship, but the knowing how to be a good mother. For years we have been training children and reforming the wayward. Now we are educating ourselves, that we may know how to train, and so have less to reform."

The report of the proceedings of the Congress shows that, while very young, the Idaho organization, under the care of its president, Mrs. McGee, has grown vigorously, and is taking hold of all phases of the work.

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National Congress of Mothers Literature

R EPORTS for 1897, 1899, 1899 and 1905, fifty cents each; 1904, twenty-five cents. Book Lists for Mothers, ten cents. Book Lists for Children, ten cents. How to Organize Parents' Auxiliaries in the Public Schools, ten cents. Valuable loan papers for Circles, who cannot obtain speakers, can be secured for ten cents. Send all orders for literature and loan papers to

MRS. E. C. GRICE, 3308 Arch Street, Philadelphia.



THE
Tenth Annual



CONFERENCE

OF THE

National Congress of Mothers

The California Congress is planning a royal welcome to those who attend the National Conference, May 10th, 1907.

The Congress offers an unusual opportunity to visit Los Angeles, Pasadena, Mt. Lowe, Santa Catalina Island and adjacent attractions at half the usual cost.

The Grand Canyon of Arizona can be visited en route, and, as one of the greatest wonders in the world, should be seen by everyone.

May is the most beautiful month to visit Yosemite Park, and after the Conference a party will be arranged to see this gem of American scenery.

It is important that those who are contemplating the trip should send their names and addresses as soon as possible to Mrs. W. F. Thacher, Florence, N. J., Chairman of the Transportation Committee, as it is the intention of the committee to have a special train from Chicago.

**The railroads have granted a rate of
*one fare for the round trip.***

An additional charge of \$12.50 is made for return through Portland. Tickets will be on sale in Chicago from April 25th to May 18th, both inclusive, and will carry going transit limit of July 26th and final return limit of July 31st.